EFFECTS OF PHYSICAL FACILITIES ON JOB SATISFACTION AMONG SECONDARY SCHOOLS FEMALE PRINCIPALS IN SIAYA COUNTY, KENYA

Beatrice Akinyi Onyango[1] & James Ochieng Sika[2] Ph.D
1. Department of Educational Management and Foundation, Maseno University, Private Bag, Maseno
2. Department of Education Management and Foundations Maseno University, Private Bag, Maseno
*E-mail: drjamessika@yahoo.com

ABSTRACT

The growing emphasis on accountability and academic standards have led to increased demands and added complexity of work in schools. Complaints have been raised on poor management of schools and work conditions which may be attributed to physical environment. The purpose of the study was to; determine the effects of physical facilities on job satisfaction; Conceptual framework was used to identify relationships between physical environment variables and job satisfaction. Descriptive and correlation design was used for the study on a population of 55 female principals who also formed a saturated sample. Questionnaires and interviews were instruments for data collection. Based on the overall mean of female principal job satisfaction (Mean=2.93, std=.23) it can be concluded that there was low female principals job satisfaction in siaya County. An overall mean of 1.85 indicated that physical facilities were inadequate. The findings indicate that there is a moderate negative correlation between physical facilities and job satisfaction ($r=-.508$, $p<.05$). The results also show that physical facilities accounted for 25.8% change in job satisfaction and had a negative significant effect on job satisfaction ($\beta=-.508$, $p=.000$). These findings imply that the physical facilities are very significant and therefore as physical facilities become more inadequate, female principals become more dissatisfied with their jobs.

Keywords: Education; Physical facilities; Job Satisfaction; School Principals.

1.1 INTRODUCTION AND BACKGROUND

The challenge facing teaching in most African countries and which also directly relates to dynamic holistic education is availability, adequacy and appropriateness of physical facilities to be used to facilitate holistic education necessary for the learner (Hallak, 1990). Okomolate and Adesua (2016) referred to physical facilities as the school plant, that is, the school buildings, classrooms, library, laboratories, toilet facilities, offices and other materials and infrastructure that would likely motivate students towards learning, school facilities are the material resources provided for staff and students to optimize their productivity in the teaching and learning process.

Karani (2013) on situation and roles of women in Kenya confirmed that the traditional role of the Kenyan women as mothers and wives still hold, particularly in the rural areas where 87.5% of women in Kenya live, but modernization as a consequence of economic, social and cultural changes initiated by colonialism and accelerated by independence has increased the scope and complexity of the responsibilities. Karani (2013) mentioned that traditionally mothers, grandmothers and other women within the clan worked together and shared responsibilities, but modernization has encountered the emergence of the nuclear family where those responsibilities largely rest with the mother in the household. Modern childcare practices and hygiene require additional time to perform the related tasks. For example children must be taken to the health clinics for immunization and monitoring of growth. In many rural homes, a

nutritious diet means running a kitchen garden and keeping poultry. Mothers are increasingly facing demands which exceed their time and energy. In Kenya, the women's role in agriculture and as the provider of food is closely linked to her household chores (Karani, 2013).

This implies that female principal's juggle with numerous responsibilities as compared to their male counterparts which lead to burnout, low job morale, health problems and turnover. This study found that female principals are not satisfied with both family roles and administrative roles in Siaya County that this study sought to investigate. Aspects such as family income, child care, number of children, and being a mother at the same time was examined to determine the level of satisfaction in balancing administrative and family roles that most researchers failed to address.

According to the preliminary survey from Siaya County Education Office (2014), majority of female principals expressed dissatisfaction on their job while very few expressed satisfaction with steady academic achievement. The survey revealed that most female principals were victims of frequent absenteeism, lateness, insubordination, misuses of funds, have poor work relations with teachers, students, BOM members, parents, and lack adequate facilities and physical development in their schools with low academic outcomes. However, majority of male principals expressed satisfaction in their administrative roles while a few reports were on absenteeism, lateness and insubordination.

Table 1 below shows that the fewer numbers in headship positions may indicate that the position is not fulfilling to the female principals since only a handful of deputy principals apply for such positions when advertised. Siaya County Education Office (2014) further noted that two to three female principals leave teaching profession, fail to take up leadership positions when appointed or step down from headship. This implies that female principals may not be satisfied with their job unlike their male counterparts.

Table 1. 1: Ratio of Female to Male Principals in Siaya County

	Category of schools				Principals Gender		
Constituencies	Girls Boarding	Boys Boarding	Mixed Day	Mixed boarding	Female	Male	Number of principals
Siaya	3	2	22	2	16	17	33
Gem	3	2	12	1	13	9	22
Ugenya	4	3	14	1	5	13	18
Ugunja	3	1	14	2	5	13	18
Bondo	3	2	24	1	10	21	31
Rarieda	2	1	23	1	6	18	24
Total	18	11	109	8	55	91	146

Source: Siaya County Education Office (2014)

1.2 Statement of the Problem

Physical facilities are germane to effective learning and academic performance of students. To support this, Hallak (1990) identified physical facilities as the main factor contributing to academic achievement in the school system. These include the school buildings, classrooms, furniture, libraries, laboratories, recreational equipment. Survey report from Siaya County further revealed that academic achievement is negatively affected by schools physical facilities factors such as unattractive and dilapidated buildings, cracked classroom walls and floors. Though they affect academic achievement yet its effect on job satisfaction among female principals has not been investigated and it's the theme of this study.

1.3 Purpose of the Study

The study sought to determine obstacles female principals encounter in management of physical facilities and condition of work in relation to job satisfaction. The research question responded to was; what is the effect of Physical facilities on job satisfaction among female principals in Siaya County, Kenya?

1.4 Theoretical Perspectives

Herzberg's Two-Factor Theory guided this study. The theory is one of the most accepted as it attempts to explain job satisfaction and dissatisfaction. This theory was the result of research work done by Herzberg, Mausner and Synderman. It tasted the hypothesis that certain job related factors were satisfying while others were dissatisfying to workers in an organization. According to Herzberg, there are two different sets of factors which affect motivation and job satisfaction. One set of factors are those which if absent, cause dissatisfaction. These are concerned with job environment and are extrinsic to the job itself called hygiene or maintenance factors. The other set of factors are those that if absent, serve to motivate the individual to superior performance. These are related to job content or the work itself-intrinsic to the job. To motivate workers, proper attention must be given to the motivators or growth factors, which relate to what people are allowed to do at work. However, hygiene factors are important so as to prevent unfair treatment at work

2.1 Literature Review on physical facilities effect on Job Satisfaction

Potocka and Waszkowska (2013) in Poland on application of job demands, the research was based on a sample of 500 social workers. The "psychosocial" and "job satisfaction" questionnaires were used to test the hypothesis. Results showed that job satisfaction increased with job accessibility and personal resources. The Analysis of Variance (ANOVA) indicated that job resources and job demands were statistically significant. Moreover, interactions between job demands and personal resources had a significant impact on job satisfaction. When the level of job demands was perceived as medium, employees with high personal resources declared significantly higher job satisfaction than those with low personal resources.

Sriranga (2014) study in Ethiopia sort to explore the impact of human resource management on the achievement of quality education in preparatory schools in Harari regional state. Participants of the study were 123 students of grade 11 and 12. By employing stratified random sampling technique, 42 teachers, five school administrators, six unit leaders and ten student council members of the preparatory schools were included in the study. Questionnaires and interviews were used for data collection. Both qualitative and quantitative data analysis methods were employed in order to infer results. The findings were; current practices of human resource management on the achievement of quality education was very poor, inadequate mobilization of the human resources, the lack of periodic supportive and constructive staff

supervision, and there was a difference in achievement of the students between the public and private preparatory schools.

Omego and Simatwa (2015) study in Kisumu East sub-county, investigated educational resources based challenges faced by principals in enhancing student academic achievement. The study established that principals were viewed to be facing physical facilities based challenges rating 388 (53.6%) at 4, denoting that there were often challenges and confirmed that from inter quartile range 2.10 with the median above half the range. Teaching learning resources based challenges rated at 4 by 278 (52.1%) respondents denoting that there was often challenges as confirmed from an inter quartile range of 0.40 with the medium above half the range. The study concluded that principals, deputy principals and senior teachers were of the view that principals face many challenges in their endeavors to enhance academic achievement. Though the above study was in line with the present study on the variables of study, it however deviated and investigate the psychosocial elements as stress and family roles that would cause dissatisfaction in management of physical facilities in schools.

Okiiya (2013) study in Siaya sub-county related to public secondary schools with the practice of generally established change management best practices and how they influence performance. The study population consisted of 38 public secondary schools which necessitated the adoption of descriptive cross-sectional survey design coupled with questionnaires. The study found that change management practices adopted by institutions significantly influenced performance. The study recommended that there was need to break from the status quo and bureaucratic inefficiency associated with public institutions and be ready to implement comprehensive change practices to maximize on resource utilization in public institutions. The above study differed with the present study on work conditions and job satisfaction of public secondary schools female principals, where influence of physical facilities on job satisfaction was examined.

It is generally agreed that the facilities have a direct bearing on good performance among students in developing countries (Ayoo, 2000), lack of adequate facilities and shortage of permanent classrooms particularly in poor districts, poor state of existing school infrastructure due to lack of investments, poor construction standards and inadequate maintenance, limited number of schools serving poor population in an isolated rural area and the huge discrepancies in needs have been major talking points.

3.1 Research Design and Methodology

Descriptive and correlation research design was used for the study. Descriptive research design seeks to uncover the nature of factors involved in a given situation, the degree in which it exists and the relationship between them (Mugenda & Mugenda, 2003). This research design was appropriate because: it allowed the researcher to collect data from a large number of respondents in a relatively shorter period; it also obtained information from a sample rather than the entire population at one point at a given time without manipulation or change of environment; it was therefore easy to use research tools as questionnaires as it allowed the researcher to adopt a holistic approach in the study sample schools (Mugenda & Mugenda, 2003). According to Borg and Gall (2007), descriptive research design was adopted because it enabled the researcher to analyze how these variables either single or in combination affect job satisfaction of female principals and provide information concerning the effect of the variables being studied.

3.2 Location of Study

Siaya County is located in the South West part of Kenya. It is bordered by Busia County to the North, Kakamega and Vihiga counties to the North East and Kisumu County to the South East. It is bordered to the south by Lake Victoria.The total area of the County is approximately 2,496.1.

3.4 Target Population

The total number of female principals is 55 which is equivalent to 37.7 percent while the total number of male principals is 103 which is equivalent to 61.05 percent. This study therefore found it appropriate to have a study population of all the 55 female principals of secondary schools in Siaya County.

3.5 Sample Size and Research Instruments

Saturated sampling technique was used to sample 55 female principals. This was in line with Orodho and Kothari (2004) observation that small populations can form samples and be studied as distinct cases. The researcher used questionnaire and interview guides to collect data used in this study. Researchers choose which type of instruments to use on the research questions (Denzin & Lincoln, 2005), since the researcher used questionnaires and interview schedules as research instruments for the study, Oso & Onen (2008) pointed out that facts, views and opinions can best be obtained through the use of questionnaires and interview techniques, suitable for this study.

4.1 Results and Discussion

4.2 Job Satisfaction among Female Principals

The study examined job satisfaction among female principals in Siaya County. The scale were coded, Very Satisfied (VS), Somewhat Satisfied (SS), Neither Satisfied nor Dissatisfied (NS/D), Somewhat Dissatisfied (SD) Very Dissatisfied (VD).

Table 1: Job Satisfaction among Female Principals

Items	VD	SD	NS/D	SS	VS	Means	STD
JSSQ1	10(20.4)	11(22.4)	6(12.2)	13(26.5)	9(18.4)	3.00	1.443
JSSQ2	6(12.2)	3(6.1)	12(24.5)	17(34.7)	11(22.4)	3.49	1.260
JSSQ3	6(12.2)	6(12.2)	8(16.3)	18(36.7)	11(22.4)	3.45	1.308
JSSQ4	2(4.1)	3(6.1)	6(12.2)	21(42.9)	17(34.7)	3.98	1.051
JSSQ5	14(28.6)	13(2.5)	8(16.3)	8(16.3)	6(12.2)	2.57	1.384
JSSQ6	5(10.2)	2(4.1)	3(6.1)	37(75.5)	2(4.1)	3.59	1.019
JSSQ7	7(14.3)	14(28.6)	3(6.1)	14(28.6)	11(22.4)	3.16	1.434
JSSQ8	9(18.4)	19(38.8)	1(2.0)	13(26.5)	7(14.3)	2.80	1.399
JSSQ9	12(24.5)	18(36.7)	1(2.0)	11(22.4)	7(14.3)	2.65	1.437
JSSQ10	13(26.5)	19(38.8)	4(8.2)	7(14.3)	6(12.2)	2.47	1.356
JSSQ11	12(24.5)	12(24.5)	2(4.1)	16(32.7)	7(14.3)	2.88	1.467
JSSQ12	13(26.5)	17(34.7)	2(4.1)	12(24.5)	5(10.2)	2.57	1.384
JSSQ13	10(20.4)	18(36.7)	5(10.2)	8(16.3)	8(16.3)	2.71	1.399
JSSQ14	41(83.7)	3(6.1)	0(0.0)	2(4.1)	3(6.1)	2.33	.826
JSSQ15	4(8.2)	6(12.2)	2(4.1)	19(38.8)	18(36.7)	3.84	1.280
JSSQ16	14(28.6)	17(34.7)	5(10.2)	6(12.2)	7(14.3)	2.49	1.401
JSSQ17	3(6.1)	6(12.2)	6(12.2)	15(30.6)	19(38.8)	3.84	1.247
JSSQ18	4(8.2)	4(8.2)	4(8.2)	18(36.7)	19(38.8)	3.90	1.246
JSSQ19	16(32.7)	11(22.4)	5(10.2)	5(10.2)	12(24.5)	2.71	1.607
JSSQ20	9(18.4)	16(32.7)	5(10.2)	6(12.2)	13(26.5)	2.96	1.513
JSSQ21	12(24.5)	13(26.5)	6(12.2)	11(22.4)	7(14.3)	2.76	1.422
JSSQ22	10(20.4)	16(32.7)	7(14.3)	9(18.4)	7(14.3)	2.73	1.366
JSSQ23	9(18.4)	12(24.5)	8(16.3)	13(26.5)	7(14.3)	2.94	1.360

JSSQ24	6(12.2)	13(26.5)	7(14.3)	13(26.5)	10(20.4)	3.16	1.359
JSSQ25	5(10.2)	6(12.2)	1(2.0)	15(30.6)	22(44.9)	3.88	1.379
JSSQ26	13(26.5)	17(34.7)	5(10.2)	7(14.3)	7(14.3)	2.55	1.400
JSSQ27	0(0.0)	44(89.8)	2(4.1)	0(0.0)	3(6.1)	2.22	.743
JSSQ28	15(30.6)	18(36.7)	7(14.3)	8(16.3)	1(2.0)	2.22	1.123
JSSQ29	6(12.2)	10(20.4)	12(24.5)	12(24.5)	9(18.4)	3.16	1.297
JSSQ30	7(14.3)	3(6.1)	18(36.7)	13(26.5)	8(16.3)	3.24	1.234
JSSQ31	13(26.5)	9(18.4)	12(24.5)	11(22.4)	4(8.2)	2.67	1.313
JSSQ32	17(34.7)	12(24.5)	10(20.4)	4(8.2)	6(12.2)	2.39	1.367
JSSQ33	12(24.5)	15(30.6)	7(14.3)	11(22.4)	4(8.2)	2.59	1.306
JSSQ34	16(32.7)	17(37.7)	4(8.2)	8(16.3)	4(8.2)	2.33	1.313
JSSQ35	12(24.5)	12(24.5)	8(16.3)	11(22.4)	6(12.2)	2.73	1.381
JSSQ36	12(24.5)	19(38.8)	3(6.1)	10(20.4)	5(10.2)	2.53	1.340
Mean						2.93	.23

Female principal's satisfaction with the regulations and laws that protect them from being fired or dismissed from their job (JSSQ1) was differently rated. Majority, 13 (26.5%) of them were somewhat satisfied while 11 (22.4%) were somewhat dissatisfied. 6 (12.2%) of them were neither satisfied nor dissatisfied with these rules, implying that they were neutral on them. The overall mean of 3.00 indicated an overall neutral satisfaction implying that female principal teacher's rules and regulations had an average impact on their level of satisfaction. Teaching (JSSQ2) was however found to be interesting as revealed by majority, who were 17 (34.7%) that indicated somewhat satisfaction rating. An overall mean of 3.49 also confirmed teachers' satisfaction with teaching. The findings show that majority of the teachers, 18 (36.7%) felt somewhat satisfied with their professional ability in doing their job (JSSQ3), which was also supported by a mean of 3.45. It is also clear from the findings that majority of the female principal teachers were happy with cooperation they receive from school management team (JSSQ4), as indicated by 17 (34.7%) which showed that they were very satisfied, while the mean rating was 3.98 supporting the majority rating. Satisfaction was however low with salary amount (JSSQ5) as indicated by a mean of 2.57 and majority 14 (28.6%) indicated that they were very dissatisfied with the monthly salary that was not sufficient to meet all their important expenses.

Cooperation received from workmates received a rating of somewhat satisfied as indicated by majority 37 (75.5%) of the female principal teachers with a mean of 3.59 as well as comfort ability with the present level of responsibility in their job satisfaction as indicated by a mean of 3.16 and majority 14 (28.6%). Freedom at workplace received low satisfaction, recognition from the community, and opportunities for workshops organized within and outside school received low satisfaction respectively with means of 2.80, 2.65 and 2.47. The majority had ratings, 19 (38.8%), 18 (36.7%) and 19 (38.8%) also indicated dissatisfaction. The findings further indicate low satisfaction with the schools physical facilities (mean=2.88) and majority had dissatisfaction of 16 (32.7%). This was also echoed by low satisfaction with geographical location of school (Mean=2.57) with majority percentage of 17 (34.7%).

Female principals' rating on looking for another well-paying job (JSSQ13) was low implying some satisfaction (mean=2.71), with a majority 18 (36.7%) confirming somewhat dissatisfied. Care received from other supervisors was lowly rated (Mean=2.33). This was indicated by majority, 41 (83.7%) of the female principals who indicated that they were not comfortable with care they received from their immediate supervisors. Furthermore, the findings indicate that majority 17 (34.7%) of female principals were somewhat dissatisfied with the work procedure since they were not comfortable as lowly rated (mean=2.49). Extra working hours

and availability of pleasant physical environment received low satisfaction as indicated by mean ratings of 2.71 with majority 16 (32.7%) with majority 16 (32.7%). Almost similar ratings were reflected by insufficient personnel to run the school (2.76), with majority 13 (26.5%) dissatisfaction with comfort ability of work under existing environment (mean=2.71), with majority 16 (32.7%), principals' valued contribution towards school had (mean=2.94), work conditions in school had (mean=2.22), with majority 44 (89.8%), and opportunity for advancement (mean=2.22), with majority 18 (36.7%) indicating dissatisfaction.

Further examination of measures of satisfaction indicated that female principals were less satisfied with support they get from their supervisors (Mean=2.55) with support from majority, 13 (26.5%). Comfort ability with in-service training opportunities was lowly rated (Mean=2.39), satisfaction with the management of students in my school (Mean=2.59), necessary material and equipment to do the work (Mean=2.33), stress at work (Mean=2.73) and security at workplace (Mean=2.53). Different from these findings was the female principals' satisfaction rating on the other aspects. For instance, protection from arbitrary dismissal from their current employment (Mean=3.24), satisfaction with opportunities for training and professional development and enjoyment of collegial relationship with teachers (Mean=3.16), as well as support they got from their supervisors (Mean=3.88). Based on the overall mean of female principal job satisfaction (Mean=2.93, std=.23) it can be concluded that there was low female principals job satisfaction. It can thus be concluded that female principals were somewhat dissatisfied with their jobs.

5.0 Physical Facilities Effect on Job Satisfaction

First, the study established respondents' rating on physical facilities psychosocial effects. The rating was done on a four point likert scale starting from 1-inadequate, 2-neutral, 3-adequate, and 4-very adequate. The findings are presented as shown in table 2 using frequency counts, means and standard deviations.

Table 2: Physical Facilities and Job Satisfaction

Statements	Inadequate	Neutral	Adequate	Very Adequate	M	std
Appropriate classrooms.	31(63.3)	3(6.1)	8(16.3)	4(8.2)	1.65	.969
Adequate furnishings of classrooms	40(81.6)	3(6.1)	3(6.1)	3(6.1)	1.37	.859
Appropriate laboratories	34(69.4)	3(6.1)	8(16.3)	4(8.2)	1.63	1.035
Adequate furnishings of laboratories	25(51.0)	13(26.5)	5(10.2)	6(12.2)	1.84	1.048
Appropriate size of libraries	24(49.0)	11(22.4)	5(10.2)	9(18.4)	1.98	1.164
Adequate furnishings of libraries	20(40.8)	16(32.7)	8(16.3)	5(10.2)	1.96	.999
Appropriate dormitories	27(55.1)	9(18.4)	10(20.4)	3(6.1)	1.78	.985
Adequate furnishings of dormitories.	27(55.1)	6(12.2)	11(22.4)	5(10.2)	1.88	1.092
Appropriate size of dining halls	18(36.7)	16(32.7)	8(16.3)	7(14.3)	2.08	1.057
Adequate furnishings of dining halls.	26(53.1)	15(30.6)	5(10.2)	3(6.1)	1.69	.895
Appropriate toilets/ Latrines	16(32.7)	16(32.7)	12(24.5)	5(10.2)	2.12	.992
Sufficient water	14(28.6)	19(38.8)	7(14.3)	9(18.4)	2.22	1.066
Overall mean					1.85	.28

The findings in table 4.4 shows that majority 31 (63.3%) of the female principals lowly rated (Mean=1.65) appropriateness of the classrooms as inadequate. Furnishing of classrooms was also rated as inadequate by majority, 40 (81.6%) of the female principals as supported with a low mean of 1.37. The findings also revealed inappropriate furnishing of laboratories, whose appropriateness was rated as low (Mean=1.63) with majority, 34 (69.4%) indicating inadequacy. There was inadequate furnishing of laboratories (Mean=1.84) as well as

inappropriate size of libraries (Mean=1.98). The rating of the physical facilities was overall rated as inadequate by majority of the female principals. This is evident from other aspects of physical facilities. These include, adequacy of furnishing of libraries (Mean=1.96), inappropriate and inadequate furnishing of dormitories (Mean=1.78) and (Mean=1.88) respectively with majority rating of 27 (55.1%). There was however moderate size of dining halls (Mean=2.08) although majority of the female principals rated it as inadequate as well as inadequate furnishing (Mean=1.69) with majority rating 26 (53.1%). Finally, the findings indicate that there was moderately rated appropriate toilets/Latrines (Mean=2.12) although majority, 16(32.7%) of the female principals rated it as inadequate. Finally, sufficient water was moderately rated (Mean=2.22) although majority of the female school principals 19 (38.8%) rated it as inadequate. The overall mean (Mean=1.85, std=.28) of physical facilities indicated a low rating implying that female principals perceived physical facilities as inadequate.

6.0 Relationship between Physical Facilities and Job Satisfaction

The first objective of the study sought to establish psychosocial effects of physical facilities on job satisfaction. From the descriptive statistics, the study established that the rating on physical facilities was very low, implying that the female principals did not approve of adequacy of physical facilities in the schools. An overall mean of 1.85 indicated that physical facilities were inadequate. Therefore the mean of physical facilities and job satisfaction rating were correlated and the findings presented as shown in table 3.

Table 3: Correlation between Physical Facilities and Job Satisfaction

Correlations		**Job Satisfaction**	**physical facilities**
Job Satisfaction	Pearson Correlation	1	-.508**
	Sig. (2-tailed)		.000
	N	49	49
physical facilities	Pearson Correlation	-.508**	1
	Sig. (2-tailed)	.000	
	N	49	49

**. Correlation is significant at the 0.01 level (2-tailed).

The findings indicate that there is a moderate negative correlation between physical facilities and job satisfaction ($r=-.508$, $p<.05$). Therefore as job satisfaction is moderate, physical facilities are low, hence as one variable increases the other is low. This implies that there is a negative significant correlation between job satisfaction and physical facilities. From the descriptive statistics, there was a low mean of physical facilities as compared to job satisfaction. Given that the relationship is negative, it can be deduced that low job satisfaction is associated with inadequate physical facilities. It can thus be concluded that physical facilities causes negative psychological effects on job satisfaction.

In order to get an overview of the percentage change in job satisfaction accounted for by physical facilities, two methods were employed for comparative purposes. In the first method, the 'r' value was squared. A value of 0.2580 was obtained, which was multiplied by 100%, resulting to 25.80%. Therefore, consideration of physical facilities without any additional model, contributed to 25.8% change in job satisfaction.

7.0 Effect of Physical Facilities on Job Satisfaction

The second method was adopting a simple linear regression model, which effectively measured the causal psychological effect of physical facilities on job satisfaction. The findings are presented as shown in table 4 below.

Table 4: Simple Linear Regression Results

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.508[a]	.258	.242	.81612	.258	16.326	1	47	.000

a. Predictors: (Constant), physical facilities

Model Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.961	.491		10.096	.000
	physical facilities	-.593	.147	-.508	-4.041	.000

a. Dependent Variable: Job Satisfaction

The findings in table 4 shows that psychosocial effects of physical facilities accounted for 25.8% change in job satisfaction and had a negative significant effect on job satisfaction (β=-.508, p=.000). These findings imply that the psychosocial effects of physical facilities are very significant and therefore as physical facilities become more inadequate, female principals become more dissatisfied with their jobs. In addition to the descriptive and inferential findings, qualitative interview with female principals revealed additional information. One of the school principals was asked to state the reason which caused her to feel dissatisfied on the job and her reply was quoted as follows,

> *''Our school has no standard library as well as laboratory. Students share the resources and classrooms congested, students are not comfortable learning under such conditions, yet we don't have enough funds to maintain the resources. Our dormitories are very old and the dining hall is far outdated and small. I feel so much dissatisfied with my job due to these challenges."*

Based on the above findings, it is clear that the school physical facilities are not to the standard required and some are over-stretched and incapable of accommodating the number of learners with 100% transition policy by the government from primary to secondary schools. This forms a big dissatisfactory base, causing the school principal to feel dissatisfied. All the forms of response are in agreement that inadequate physical facilities have contributed to low job satisfaction.

8.0 SUMMARY AND CONCLUSION

The findings revealed that physical facilities were not adequate in schools. The inadequacy of various physical facilities has psychologically affected the principals' work. Based on the correlation analysis, it was clear that there was a negative association. Simple linear regression model further confirmed that there was a negative effect implying that low job satisfaction is negatively affected by inadequate physical facilities in schools. Schools are facing problems with lack and inadequate physical facilities. There are poor dormitories, laboratories and poorly maintained dining holes. A composition of poorly maintained facilities may de motivate the teachers and head teachers. Without proper maintenance or presence of adequate facilities in

schools is the main contributor to low job satisfaction among the respondents. It thus confirms that there are negative psychosocial effects due to inadequate physical facilities in schools that affect female principal's job satisfaction

9.0 RECOMMENDATIONS

The study recommends the improvement of the physical facilities in schools by the education stakeholders in order to create a positive attitude among the respondents. Apart from that, principals should assign teachers and students the responsibilities of caring for the school resources to ensure their safety. This may in turn improve their response to their management tasks and motivate them towards improving their job satisfaction

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